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ABSTRACT

This document outlines an interdisciplinary graduate program for unit leaders in the multiunit elementary school. Emphasis is placed on participants; selection criteria; program format; instructional materials; objectives related to curriculum, instruction, assessment and evaluation, staff development, staff leadership, and secondary objectives; and program outline. (MJM)

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An Interdisciplinary Graduate Program for Unit Leaders in the Multiunit Elementary School -- University of Wisconsin, Madison

I. Participants

Experienced elementary school teachers who desire to become unit leaders but who have not yet served as a unit leader.

II. Selection Criteria

A. The prospective unit leader holds a baccalaureate degree (graduate work beyond the baccalaureate is desirable) and has completed a course of study that will readily meet the admission requirements of department and institution.

B. The prospective unit leader has two to ten years of successful teaching experience at the elementary school level and intends to remain in elementary school teaching as a unit leader. It is desirable that some of the experience be in a team or unit.

C. The prospective unit leader is recommended to pursue the program by the building principal and chief school officer where the teacher last served, or is serving. A leave of absence with financial support from the district is desirable.

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III. Program Format

The program format includes course, seminar, and practical experience developed and coordinated to prepare the participant for the role of unit leader in Multiunit Elementary Schools. The basic program is described for the candidate who has little or no appropriate graduate work and who is interested in completing a Master's Degree. Obviously, adjustments would be necessary for candidates with more than minimal appropriate graduate study and those who are not interested in completing a Master's Degree.

Summer I	Semester I	Semester II	Summer II
6 credits of coursework in various UW Departments. Specific modules, courses and seminars determined by assessment of candidates' qualifications in relation to objectives of the program.	9-12 credits of coursework continuing prescribed program developed by candidate and adviser.	3-6 credits of fieldwork-practicum in Multiunit Elementary Schools.	Complete Additional requirements for Masters' Degree (eg- Masters' Thesis and Exams) per department specifications.

IV. Instructional Materials

The usual instructional materials required in the various courses and also the staff development materials for use in multiunit schools.

V. Objectives

To carry out his responsibilities as a model teacher of children, as a leader of the instructional staff of a unit, as a member of the instructional improvement committee of a building, and as a planner and coordinator of the activities of the unit staff and the educational program for the children of the

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unit, the unit leader must be competent in curriculum, instruction, assessment and evaluation, staff development, and adult group leadership. Course work and related educational experiences in several departments is pertinent to the program.

More specific competencies related to each of these may be stated as follows:

A. Curriculum

1. Take primary initiative for identifying appropriate content and sequence related to one broad curriculum area of the elementary school and secondary initiative for all other curriculum areas.
2. Take primary initiative for curriculum improvement in an instructional and research unit of an elementary school.

B. Instruction

1. Develop a plan for implementing the Center's model of instructional programing of IGE in all curriculum areas.
2. Take primary initiative for identifying appropriate instructional materials and related to one broad curriculum area and secondary initiative for all other curriculum areas.
3. Implement instructional decisions in an I & R unit by formulating instructional plans for the children of a unit and by the effective deployment of children and staff.
4. Provide instructional leadership in the unit and across units.

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5. Keep abreast of and interpret instructional methods and other innovative practices.

6. Stimulate the invention and use of new methods and materials.

C. Assessment and Evaluation

1. Formulate or identify performance objectives.

2. Develop or identify instruments and procedures for assessing pupil needs, interests, and capabilities with respect to objectives.

3. Plan learning activities appropriate for individual children in light of 1 and 2.

4. Develop or identify criteria and procedures for evaluating instruction and pupil performance in terms of pupil attainment of objectives.

D. Staff Development

1. Plan a staff development program for a unit staff, including staff teachers, resident, intern, para-professionals, and volunteers.

2. Define the duties of paraprofessional personnel and monitor their work.

3. Observe and analyze the teaching behaviors of the unit staff.

4. Feed back information to elicit change or modification of teaching behavior.

E. Staff Leadership

1. Outline a leadership program for an I & R unit designed:

a. to foster good interpersoanl relations within the team or unit.

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b. To help team or unit members to accommodate to one another's differences.

c. To obtain and maintain group cohesiveness and morale.

2. Prepare a plan for:

a. Establishing and maintaining liaison between a unit and the instructional improvement committee, and for leading and coordinating the activities of the staff of a unit.

b. Guiding group planning activities and other group tasks.

F. Secondary Objectives

The unit leader also has responsibilities associated with research and development, school-community relations and educational technology. More specific competencies are as follows:

1. Identifying, designing, and directing research, development, and innovative activities within the team or unit setting; analyzing and interpreting research, development, and innovative efforts which have application to the operation of a unit.

2. Analyzing and interpreting community forces and values to the unit for use in curriculum design and school-community relations.

3. Development or identification of media resources to fit particular needs of children and instructional staff.

VI. Program Outline

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Although the participants will be selected according to clearly specified criteria, it is anticipated that they will vary with respect to the level of attainment of each of the preceding objectives and that they will also differ with respect to the areas in which they intend to achieve highest expertness. Therefore, each participant's strengths and goals will be considered at the outset and the adviser and the participant will develop a set of instructional objectives and a related instructional program in terms of the participant's present level of competence and his projected goals. It is assumed, however, that every participant will participate in a one-semester internship. The amount of course work, the related departments and course credits to attain various objectives are sketched next.

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Competency Area	UW Departments	Credits
1. Curriculum and instruction A three (3) credit minimum with a maximum of twelve (12) credits depending on assessment of the unit leader trainee's competencies.	Curric. and Instr. Ed. Psych. Other Acad. Depts.	3-12
2. Assessment of children's characteristics and evaluation of learning outcomes and instructional programs A three (3) credit minimum with a maximum of twelve (12) credits depending on assessment of the unit leader trainee's competencies and interests in this area.	Ed. Psych Curric. and Instr.	3-12
3. Adult group leadership A three (3) credit minimum with a maximum of nine (9) credits depending on assessment of the unit leader trainee's competencies.	Curric and Instr. Ed. Psych. Ed. Admin.	3-9
4. Secondary objectives No minimum with a maximum of six (6) credits depending on assessment of unit leader trainee's competencies.	Curric & Instr. Ed. Psych. Ed. Admin. Ed. Pol. St. other Acad. Depts.	0-6
5. Field Work in Multiunit Elementary Schools A three (3) credit minimum with a maximum of six (6) credits of field work and/or independent study work for one semester in the unit leader trainee's school district or in another district by arrangement with adviser and the R and D Center.	Curric. and Instr. Ed. Psych. Ed. Admin.	